**California Department of Education**

**Report to the Department of Finance, the Joint Legislative Budget Committee, the Senate Committee on Education, the Assembly Committee on Higher Education, and the Assembly Committee on Education: Dual Enrollment Opportunities Grant Baseline Data Report**



**Prepared by:**

**Career and College Transition Division**

**Student Success Support Branch**

June 2024

*Description*: Dual Enrollment Opportunities Grant Baseline Data Report

*Authority*: Section 41585 of *Education Code*, Chapter 3.2 of Part 24 of Division 3 of Title 2, Statutes of 2022

*Recipient*: Department of Finance, the Joint Legislative Budget Committee, the Senate Committee on Education, the Assembly Committee on Higher Education, and the Assembly Committee on Education

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**Report to the** Department of Finance, the Joint Legislative Budget Committee, the Senate Committee on Education, the Assembly Committee on Higher Education, and the Assembly Committee on Education: Dual Enrollment Opportunities Grant Baseline Data Report

## Executive Summary

This report is required by Assembly Bill 181, Statues of 2022, which established the Dual Enrollment Opportunities Grant in 2022. This report includes the number of grants awarded, disaggregated by local educational agency (LEA), a qualitative description of how the funding is being used by LEAs, and the total number of high school students by school site enrolled in dual enrollment programs disaggregated by participation in middle college high school, early college high school, college and career access pathways. It also includes the total number of community college courses by course category taken by students participating in middle college high school, early college high school, college and career access pathways as well as the total number of successful course completions by course category disaggregated by participation in middle college high school, early college high school, and college and career access pathways.

The grantees received their funding in December 2023; therefore, this report does not include course and program outcomes for students who were enrolled in dual enrollment programs, disaggregated by grade level, gender, socioeconomic status, race and ethnicity, and other disproportionately impacted groups. The final report due in 2027 will include this data. However, it does include the number of students who were enrolled in dual enrollment programs, disaggregated by grade level, gender, socioeconomic status, race and ethnicity, and other disproportionately impacted groups for the 2022–23 school year.

The California Department of Education (CDE) awarded 538 Career and College Access Pathways (CCAP) grants and 95 Middle College and Early College (MCEC) grants to LEAs.

If you have any questions regarding this report, please contact Erika Torres, Deputy Superintendent, Career & College Transition Division, at etorres@cde.ca.gov.

You can find this report at the CDE’s Dual Enrollment Strategies web page at <https://www.cde.ca.gov/ci/gs/hs/duenconstgs.asp>.

## Introduction

The CDE opened the first round of the Dual Enrollment Opportunities Grant on February 15, 2023. The Dual Enrollment Opportunities Grant consisted of two different grant opportunities: The MCEC grant and the CCAP grant. LEAs were able to apply for one or both grant opportunities.

The MCEC Grant, as appropriated AB 181, Education Omnibus Budget Trailer Bill, Section 21 (b)(1)(A) is designated for several key purposes:

* Planning for and starting-up a new, autonomous Middle College High School (MCHS) located on a community college campus and is consistent with the specifications of Chapter 14 (commencing with Section 11300) of Part 7 of Division 1 of Title 1.
* Planning for and starting-up a new, autonomous Early College High School (ECHS) located on a site determined by the LEA and is consistent with the specifications of Chapter 14 (commencing with Section 11300) of Part 7 of Division 1 of Title 1.
* Planning for and starting-up of a new ECHS on an existing high school campus; expanding an existing MCHS or ECHS by increasing the number of students served; and/or expanding an existing ECHS or MCHS to include robust pupil advising, success support services, and outreach campaigns to promote dual enrollment where outreach is focused toward families and students who may not be college bound or who are underrepresented in higher education.

The CCAP grant, as appropriated by AB 181, Education Omnibus Budget Trailer Bill, Section 21 (b)(1)(B) is designated for several key purposes:

* Establishing new CCAP dual enrollment partnership agreements in line with Section 76004 of the California *Education Code (EC)*.
* Expanding existing CCAP partnerships to serve more students and/or schools and bolstering student advising and support services.
* Expanding outreach efforts focused on families and students who may not be college bound or who are underrepresented in higher education.

This report summarizes how the grant funds were disbursed and how the funds are being used by LEAs to establish more MCHSs, ECHSs, or programs that provide students with access to obtain college credits while enrolled in high school and/or provide incentives for LEAs to establish dual enrollment course opportunities that are consistent with the requirements of *EC* Section 76004.

## Part 1: Number of Grants Awarded

In the 2023–2024 fiscal year, the CDE funded a total of 95 MCEC grant applications, distributing $23,750,000. Each school district received one MCEC grant, with each district receiving $250,000. These funds were also widespread throughout the state. Table one lists all MCEC grants by county. For a detailed breakdown of the districts and schools that received funding, please refer to Appendix A for comprehensive information on the distribution of funds.

| **County** | **Total Funding** |
| --- | --- |
| Alameda | $750,000 |
| Contra Costa | $250,000 |
| El Dorado | $250,000 |
| Fresno | $1,000,000 |
| Humboldt | $250,000 |
| Kern | $750,000 |
| Kings | $250,000 |
| Lake | $250,000 |
| Los Angeles | $5,500,000 |
| Mendocino | $1,250,000 |
| Mono | $250,000 |
| Monterey | $250,000 |
| Napa | $250,000 |
| Nevada | $250,000 |
| Orange | $1,250,000 |
| Placer | $250,000 |
| Riverside | $2,250,000 |
| Sacramento | $1,000,000 |
| San Bernardino | $1,000,000 |
| San Diego | $2,000,000 |
| San Mateo | $750,000 |
| Santa Barbara | $500,000 |
| Santa Clara | $750,000 |
| Siskiyou | $250,000 |
| Solano | $250,000 |
| Sutter | $250,000 |
| Tulare | $500,000 |
| Tuolumne | $250,000 |
| Ventura | $250,000 |
| Yolo | $250,000 |
| Yuba | $500,000 |

Table 1. Number of MCEC Grants Awarded by County

In the 2023–24 fiscal year, the CDE funded a total of 538 CCAP grant applications, distributing $53,800,000 in grant funding. Each school district applied on behalf of its schools participating in the CCAP Partnership Agreement, with each school receiving $100,000. The allocation of funds was widespread, benefiting numerous schools and districts throughout the state. Table two lists all CCAP grants awarded by county. For a detailed breakdown of the districts and schools that received funding, please refer to Appendix A for comprehensive information on the distribution of funds.

Table 2. Number of CCAP Grants Awarded by County

| **County** | **Total Funding** |
| --- | --- |
| Alameda County | $1,000,000 |
| Butte County | $200,000 |
| Contra Costa County | $500,000 |
| El Dorado County | $100,000 |
| Fresno County | $1,500,000 |
| Humboldt County | $200,000 |
| Kern County | $400,000 |
| Kings County | $200,000 |
| Lake County | $300,000 |
| Los Angeles County | $16,000,000 |
| Madera County | $400,000 |
| Mendocino County | $1,100,000 |
| Merced County | $1,400,000 |
| Modoc County | $200,000 |
| Mono County | $100,000 |
| Monterey County | $1,700,000 |
| Nevada County | $300,000 |
| Orange County | $5,000,000 |
| Placer County | $1,300,000 |
| Plumas County | $400,000 |
| Riverside County | $1,600,000 |
| Sacramento County | $1,500,000 |
| San Bernardino County | $4,000,000 |
| San Diego County | $5,200,000 |
| San Joaquin County | $900,000 |
| San Luis Obispo County | $600,000 |
| San Mateo County | $1,300,000 |
| Santa Barbara County | $500,000 |
| Santa Clara County | $800,000 |
| Shasta County | $500,000 |
| Siskiyou County | $600,000 |
| Solano County | $200,000 |
| Sonoma County | $600,000 |
| Stanislaus County | $200,000 |
| Sutter County | $300,000 |
| Tehama County | $200,000 |
| Tulare County | $1,200,000 |
| Tuolumne County | $100,000 |
| Ventura County | $200,000 |
| Yolo County | $500,000 |
| Yuba County | $500,000 |

## Part 2: Qualitative Description of Funding

The data provided offers a comprehensive overview of how grantees are utilizing funding to enhance dual enrollment opportunities. Key themes identified in the data encompass direct student support, staffing and compensation, program development and enhancement, parent and community engagement, and professional development. These key themes collectively aim to improve the accessibility, effectiveness, and equity of dual enrollment programs, ensuring that a broader range of students can benefit from these educational opportunities.

### ****Staffing and Compensation****

Grantees are using their funding to enhance support for students by hiring new staff to support dual enrollment. Extra duty hours are provided for counselors and content area teachers to aid in student enrollment and success, along with allocating specific percentages of time for roles such as counselor for advising and outreach, para-educator, and office support staff. Additionally, extra duty hours are funded for various staff roles, including teachers, counselors, career technical education advisors, home school community coordinators, and career education technicians. The funding also covers benefits for stipends and salaries, including statutory benefits for both certificated and classified staff. Specific initiatives include stipends planning committees to conduct research and make pathway recommendations, as well as stipend roles for dual enrollment success champions who focus on outreach and support for special-population students.

### ****Professional Development****

Grantees are using their funding for a variety of professional development opportunities to enhance staff capabilities and program effectiveness. This includes site visits, conferences, workshops, and specific dual enrollment training sessions to ensure staff are well-prepared to support these programs. Funding supports attendance at events like the Dual Enrollment Summit and providing Science, Technology, Engineering and Mathematics content-based professional learning. Funding is also used for anti-bias training and equity-focused professional development to foster inclusive educational environments. Additionally, collaboration and planning time are allocated for staff to identify, share, and implement successful dual enrollment strategies. Grant funds support participation in the Dual Enrollment Leadership Academy to help committee members sustain and improve dual enrollment programs.

### ****Student Support Services****

Grantees are utilizing their funding to enhance student support in various ways. These include direct student support such as tutoring, as well as strategic planning to improve student services. Additional funds are allocated for extra duty hours for counselors and teachers to assist with student success and enrollment processes. Investments are also made in college and career assessment planning tools and embedded tutoring to help students succeed in college courses. The funding supports office hours for staff to support student success and enrollment. Additional paid staff time helps develop partnerships with organizations for internships and compensating staff who provide academic support in dual enrollment courses. Furthermore, the funding covers office hours and stipends to pay for tutoring, as well as compensation for staff involved in enrollment assistance, progress monitoring, and social-emotional support for students.

### ****Parent and Community Engagement****

Grantees are dedicating their funding to bolster parent and community engagement through various strategic efforts. They allocate extra duty hours for classified staff to support parent education and outreach events to increase communication about the importance of dual enrollment and how to support their students with non-English speaking parents and guardians. They host after-school recruitment events to engage parents and inform them about the benefits of dual enrollment. Additionally, they conduct outreach campaigns with marketing materials and events designed to increase awareness among underrepresented populations.

### ****Program Development and Enhancement****

Grantees are actively utilizing their funding to enhance and develop dual enrollment programs in strategic ways. They are investing in marketing campaigns and awareness initiatives to increase program visibility and attract more students. Collaborative efforts between school districts and colleges are helping to streamline processes and improve program delivery. Funding is also used to purchase books and instructional supplies required for college courses, ensuring that students have the necessary materials for success. Additionally, the implementation of registration software is streamlining the dual enrollment process and enhancing data sharing capabilities. Grantees are expanding dual enrollment opportunities to underserved students, providing essential materials like textbooks and other supplemental resources for college credit courses. They are also investing in celebration materials to recognize and honor students' achievements in dual enrollment. Compensation for planning, collaboration, and program implementation efforts further supports the effective delivery and continuous improvement of these programs.

### ****Equity and Inclusion****

Grantees are actively utilizing their funding to foster equitable educational opportunities and representation of diverse students traditionally underrepresented in dual enrollment courses. They are prioritizing efforts to recruit a balanced ratio of male to female students and to increase the enrollment of Latino and Black students, ensuring these groups are well-represented. A significant portion of the funding is allocated to planning initiatives aimed at addressing student equity and seamlessly integrating dual enrollment programs into broader district goals. Additionally, the grant funding supports targeted outreach and resources for underrepresented students, including African American, English Learner, and other special-population students, to ensure they receive the necessary support for success in dual enrollment courses. Equitable access initiatives are also in place to make certain that all students can participate in dual enrollment programs, promoting inclusivity and diversity in educational opportunities.

### ****Technology and Infrastructure****

Grantees are leveraging their funding to enhance technological capabilities for both staff and students. They are investing in laptops and tablets to aid staff in delivering online instruction effectively. Additionally, grantees are purchasing visual equipment to support both online and in-person teaching environments, ensuring high-quality educational experiences across different modalities. The grant also facilitates the implementation of registration software, digital platforms designed to streamline the dual enrollment process, making it more efficient and accessible. Through these technological advancements, grantees are improving the infrastructure necessary for a robust and versatile dual enrollment program, removing barriers and simplifying procedures.

### ****Field Trips and Extracurricular Activities****

CCAP and MCEC grantees are strategically utilizing their funding to enrich student experiences through field trips and extracurricular activities. They are organizing college tours and educational field trips to give students a firsthand look at higher education opportunities, enhancing their exposure and aspirations. Funding also covers extra duty time for staff, ensuring these activities are well supported and smoothly executed. Additionally, grantees are investing in transportation and logistical arrangements to remove barriers for students to get to the colleges for classes and to facilitate college visits, making it easier for students to explore potential future campuses. Grantees are developing and distributing outreach materials and events to promote early college models and dual enrollment opportunities, effectively informing students and their families about the benefits and possibilities of these programs.

### ****Data Collection and Analysis****

Grantees are effectively utilizing their grant funding to enhance data management and student assessment processes. They are investing in the collection and integration of comprehensive data on student performance, retention, and completion rates into existing student information systems, ensuring that critical metrics are readily available for analysis and decision-making. Additionally, grantees are allocating funds to purchase digital platforms designed for assessment and tracking purposes, enabling educators to monitor student progress toward graduation and college readiness in real-time. These technological advancements allow for more precise and informed interventions, fostering an environment where students are more effectively supported on their educational journeys.

### ****Program Capacity and Partnerships****

Grantees of the dual enrollment opportunities grant are utilizing their funding to forge essential partnerships and develop robust program pathways. They are establishing collaborations with community colleges and other educational partners, creating a network of resources and support that enhances the dual enrollment experience for students. In addition to these partnerships, grantees are focused on designing and refining program pathways that are tailored to increase student retention and completion rates. By strategically mapping out these educational trajectories, they ensure that students have clear, achievable goals and the necessary support to reach them, ultimately fostering a higher rate of academic success.

## Part 3: Total Number of High School Students

It is important to note that the following data represents baseline information collected in October 2023. Since the CDE does not have a mechanism to collect this data, this data was self-reported by the grantees through Survey Monkey. The CDE purchased a subscription to Survey Monkey from funding provided by a private grant from the College Futures Foundation. The Survey Monkey was sent to all 633 grantees and 602 out of 633 grantees submitted data.

The data may be duplicated. For example, if a student is enrolled in an ECHS and the ECHS has a CCAP agreement, the student count is duplicated. Many grantees are in the initial phases of implementing a new middle college high school, an early college high school or program, or new CCAP partnership agreements so there is no data available at this time and it will be counted in the next legislative report. Additionally, grantees are expanding these programs to include more students. This baseline data serves as a starting point, and the impact of these new and expanding initiatives will become more evident in the final report.

The survey asked grantees to enter the total number of students dually enrolled in the 2022–23 school year shown in Table 3. For LEAs who received CCAP and MCEC grants, if a student is in both a Middle/Early College and a CCAP, the LEA was asked to count the student in both fields.

Table 3. Total Number of High School Students Enrolled in Dual Enrollment

| **Dual Enrollment Type** | **Number of Students** |
| --- | --- |
| Middle College High School | 3,900 |
| Early College High School | 4,413 |
| Early College High School Programs | 4,187 |
| Career and College Access Pathways | 59,697 |

## Part 4: Total Number of Community College Courses

The grantees were asked to provide the number of community college course sections offered in the 2022–23 school year. The grantees choose the number of

college course sections offered by discipline in fall 2022, spring 2023 and summer 2023. The “other” category included courses, such as College Success Courses, Business, Psychology, American Sign Language, Anthropology, and Education. These courses will be added to the course category section in the final report due in 2027.

If the course is part of a middle college high school, the grantees entered the number under the MCHS category on the survey. For sites who received both the CCAP and MCEC grant, and the course is both a middle college course and a CCAP course, they counted the course in both fields. It is important to note that for many middle college high schools the entire community college catalog is open for the students to take. Table four shows the total number of community college course sections offered by course category in 2022–23 to middle college high school students.

Table 4. Total Number of Community College Course Sections Offered by Course Category in 2022–23 to Middle College High School Students

| **Course Category** | **Fall 2022** | **Spring 2023** | **Summer 2023** |
| --- | --- | --- | --- |
| English | 404 | 124 | 161 |
| Mathematics | 392 | 332 | 61 |
| History/Social Science | 668 | 713 | 218 |
| Science | 490 | 512 | 91 |
| World Language | 213 | 188 | 51 |
| Health | 385 | 356 | 113 |
| Computer Science | 258 | 260 | 36 |
| Visual Arts | 213 | 208 | 50 |
| Dance | 84 | 82 | 12 |
| Theatre | 223 | 143 | 12 |
| Music | 226 | 213 | 17 |
| Career Technical Education | 207 | 210 | 45 |
| Other | 1419 | 1438 | 305 |
| **Total** | **5,182** | **4,779** | **1,172** |

If the course is part of an early college high school, the grantees entered the number under the ECHS category on the survey. For sites who received both a CCAP and a MCEC grant, if a course is in both an early college high school and a CCAP, they counted the course in both fields. Table five shows the total number of community college course sections offered by course category in 2022–23 to middle college high school students.

Table 5. Total Number of Community College Course Sections Offered by Course Category in 2022–23 to Early College High School Program Students

| **Course Category** | **Fall 2022** | **Spring 2023** | **Summer 2023** |
| --- | --- | --- | --- |
| English | 263 | 291 | 112 |
| Mathematics | 171 | 233 | 101 |
| History/Social Science | 498 | 399 | 352 |
| Science | 73 | 162 | 149 |
| World Language | 248 | 241 | 81 |
| Health | 26 | 24 | 12 |
| Computer Science | 35 | 40 | 13 |
| Visual Arts | 148 | 160 | 129 |
| Dance | 45 | 10 | 8 |
| Theatre | 16 | 18 | 92 |
| Music | 90 | 73 | 20 |
| Career Technical Education | 67 | 79 | 13 |
| Other | 320 | 191 | 334 |
| **Total** | **2,000** | **1,921** | **1,416** |

If the course is part of an early college high school program, the grantees entered the number under the ECHS program category on the survey. For sites who received both a CCAP and a MCEC grant, if a course is in both an early college high school program and a CCAP, they counted the course in both fields. Table six shows the total number of community college course sections offered by course category in 2022–23 to early college high school program students.

Table 6. Total Number of Community College Course Sections Offered by Course Category in 2022–23 to Early College High School Program Students

| **Course Category** | **Fall 2022** | **Spring 2023** | **Summer 2023** |
| --- | --- | --- | --- |
| English | 35 | 27 | 2 |
| Mathematics | 14 | 19 | 4 |
| History/Social Science | 47 | 127 | 4 |
| Science | 17 | 24 | 18 |
| World Language | 22 | 23 | 6 |
| Health | 7 | 16 | 2 |
| Computer Science | 6 | 6 | 1 |
| Visual Arts | 7 | 9 | 24 |
| Dance | 2 | 2 | 0 |
| Theatre | 9 | 7 | 2 |
| Music | 6 | 7 | 1 |
| Career Technical Education | 13 | 14 | 2 |
| Other | 118 | 152 | 42 |
| **Total** | **303** | **433** | **108** |

On the survey, if the course is part of their CCAP partnership, grantees entered the number under CCAP. Table seven shows the total number of community college course sections offered by course category in 2022–23 to CCAP students.

Table 7. Total Number of Community College Course Sections Offered by Course Category in 2022–23 to CCAP Students

| **Course Category** | **Fall 2022** | **Spring 2023** | **Summer 2023** |
| --- | --- | --- | --- |
| English | 490 | 500 | 49 |
| Mathematics | 217 | 328 | 18 |
| History/Social Science | 892 | 763 | 277 |
| Science | 129 | 236 | 117 |
| World Language | 372 | 361 | 48 |
| Health | 96 | 142 | 121 |
| Computer Science | 29 | 54 | 27 |
| Visual Arts | 189 | 221 | 119 |
| Dance | 46 | 13 | 3 |
| Theatre | 27 | 45 | 92 |
| Music | 100 | 67 | 17 |
| Career Technical Education | 641 | 1051 | 52 |
| Other | 721 | 819 | 175 |
| **Total** | **3,949** | **4,600** | **1,115** |

## Part 5: Total Number of Successful Course Completions

The survey asked the grantees to fill in the number of successful completions (with a grade C- or better or P) by discipline in fall 2022, spring 2023 and summer 2023.

If the student successfully completed a course in a middle college high, the grantees entered the number under MCHS on the survey. For sites who received CCAP and MCEC grants, if a student successfully completed a course that counted for both middle college high school and CCAP, they counted the student in both fields. Table eight shows the total number of successful course completions by course category for middle college high school students in 2022–23.

Table 8. Total Number of Successful Course Completions by Course Category for Middle College High School Students

| **Course Category** | **Fall 2022** | **Spring 2023** | **Summer 2023** |
| --- | --- | --- | --- |
| English | 501 | 616 | 299 |
| Mathematics | 486 | 397 | 51 |
| History/Social Science | 1,013 | 951 | 517 |
| Science | 469 | 651 | 109 |
| World Language | 365 | 380 | 83 |
| Health | 312 | 319 | 197 |
| Computer Science | 76 | 71 | 15 |
| Visual Arts | 131 | 237 | 156 |
| Dance | 26 | 12 | 4 |
| Theatre | 90 | 148 | 12 |
| Music | 93 | 145 | 14 |
| Career Technical Education | 229 | 212 | 109 |
| Other | 1,220 | 962 | 615 |

If the student successfully completed a course in an early college middle college high, the grantees entered the number under ECHS on the survey. For sites who received CCAP and MCEC grants, if a student successfully completed a course that counted for both middle college high school and CCAP, they counted the student in both fields. Table nine shows the total number of successful course completions by course category for early college high school students in 2022–23.

Table 9. Total Number of Successful Course Completions by Course Category for Early College High School Students

| **Course Category** | **Fall 2022** | **Spring 2023** | **Summer 2023** |
| --- | --- | --- | --- |
| English | 441 | 454 | 130 |
| Mathematics | 286 | 332 | 87 |
| History/Social Science | 1,190 | 1,000 | 313 |
| Science | 432 | 360 | 159 |
| World Language | 742 | 583 | 84 |
| Health | 106 | 178 | 14 |
| Computer Science | 72 | 31 | 9 |
| Visual Arts | 159 | 252 | 179 |
| Dance | 49 | 12 | 14 |
| Theatre | 15 | 88 | 84 |
| Music | 191 | 262 | 81 |
| Career Technical Education | 477 | 484 | 10 |
| Other | 1,814 | 1,373 | 687 |

If the student successfully completed a course in an early college high school program, the grantees entered the number under ECHS Program on the survey. For sites who received CCAP and MCEC grants, if a student successfully completed a course that counted for both early college high school program and CCAP, they counted the student in both fields. Table ten shows the total number of successful course completions by course category for early college high school program students in 2022–23.

Table 10. Total Number of Successful Course Completions by Course Category for Early College High School Program Students

| **Course Category** | **Fall 2022** | **Spring 2023** | **Summer 2023** |
| --- | --- | --- | --- |
| English | 422 | 284 | 3 |
| Mathematics | 68 | 74 | 39 |
| History/Social Science | 709 | 498 | 104 |
| Science | 189 | 182 | 17 |
| World Language | 207 | 221 | 98 |
| Health | 98 | 225 | 4 |
| Computer Science | 35 | 35 | 2 |
| Visual Arts | 158 | 102 | 120 |
| Dance | 0 | 38 | 0 |
| Theatre | 119 | 89 | 33 |
| Music | 70 | 112 | 0 |
| Career Technical Education | 233 | 176 | 0 |
| Other | 902 | 922 | 195 |

If the student successfully completed a CCAP course, the grantees entered the number under CCAP on the survey. For sites who received CCAP and MCEC grants, if a student successfully completed a course that counted for both middle college high school and CCAP, they counted the student in both fields. Table eleven shows the total number of successful course completions by course category for CCAP students in 2022–23.

Table 11. Total Number of Successful Course Completions by Course Category for CCAP Students

| **Course Category** | **Fall 2022** | **Spring 2023** | **Summer 2023** |
| --- | --- | --- | --- |
| English | 4,499 | 3,814 | 272 |
| Mathematics | 1,915 | 1,935 | 92 |
| History/Social Science | 5,543 | 5,762 | 808 |
| Science | 1,224 | 1,536 | 228 |
| World Language | 1,568 | 1,732 | 318 |
| Health | 761 | 924 | 404 |
| Computer Science | 265 | 339 | 118 |
| Visual Arts | 1,054 | 1,211 | 341 |
| Dance | 132 | 128 | 0 |
| Theatre | 356 | 228 | 131 |
| Music | 390 | 404 | 218 |
| Career Technical Education | 7,103 | 8,801 | 369 |
| Other | 6,126 | 6,487 | 1,393 |

## Part 6: Course and Program Outcomes

Funding for the grant was distributed to grantees in fall of 2023, however, many LEAs did not receive their funding until spring of 2024. Therefore, the course and program outcomes for students are not included in this report. However, the following data includes the number of students enrolled in dual enrollment programs in 2022–23 disaggregated by grade level, gender, socioeconomic status, ethnicity, and other factors.

Table 12. Number Dually Enrolled Students by Grade Level in the 2022–23 School Year

| **Grade** | **Middle College High School** | **Early College High School** | **Early College Programs** | **CCAP** |
| --- | --- | --- | --- | --- |
| 9th Grade | 796 | 1,292 | 726 | 6,357 |
| 10th Grade | 936 | 1,151 | 731 | 8,060 |
| 11th Grade | 1,184 | 1,043 | 905 | 15,228 |
| 12th Grade | 859 | 994 | 746 | 17,938 |

Table 13. Number of Dually Enrolled Students by Gender in the 2022–23 School Year

| **Gender** | **Middle College High School** | **Early College High School** | **Early College Programs** | **CCAP** |
| --- | --- | --- | --- | --- |
| Male | 1,392 | 1,988 | 860 | 18,795 |
| Female | 2,235 | 2,137 | 1,302 | 24,478 |
| Non-Binary | 220 | 16 | 8 | 494 |

Table 14. Number of Dually Enrolled Students by Ethnicity in the 2022–23 School Year

| **Ethnicity** | **Middle College High School** | **Early College High School** | **Early College Programs** | **CCAP** |
| --- | --- | --- | --- | --- |
| Black/African American | 217 | 391 | 78 | 2,134 |
| Caucasian | 636 | 588 | 354 | 11,284 |
| Indigenous | 26 | 30 | 145 | 540 |
| Hispanic/Latinx | 2,125 | 2,804 | 1360 | 21,567 |
| Asian/Pacific Islander | 413 | 295 | 223 | 7,396 |
| Multiple Ethnicities | 116 | 153 | 111 | 2,510 |

Table 15. Number of Dually Enrolled Students by Other Category in the 2022–23 School Year

| **Groups in the Other Category** | **Middle College High School** | **Early College High School** | **Early College Programs** | **CCAP** |
| --- | --- | --- | --- | --- |
| Students with Disabilities | 146 | 244 | 85 | 2,570 |
| Students of Low-Income Families | 2,066 | 2,965 | 1,484 | 21,895 |
| Students without Housing | 177 | 219 | 52 | 1,355 |
| Students with Families that Only Have a High School Education  | 1,205 | 1,245 | 880 | 13,358 |

## Part 7: Conclusion

In compliance with AB 181, this report provides a detailed overview of the Dual Enrollment Opportunities Grant program initiated in 2022. It includes the distribution of grants to LEAs, their utilization, and data on high school student enrollment in dual enrollment. The report also covers the types and completions of community college courses taken by these students.

As funding was distributed in December 2023, this interim report does not include detailed program outcomes related to student performance across demographics; this data will be available in the final report due in 2027. However, it does provide enrollment figures for the 2022–23 school year, broken down by grade level, gender, socioeconomic status, race, ethnicity, and other disproportionately impacted groups.

Baseline data, collected in October 2023 and self-reported via Survey Monkey, may include duplications and reflects the early stages of program implementation. Out of 633 grantees, 602 submitted data. This baseline serves as a starting point, with the full impact of the initiatives to be assessed in the final report.

## Appendix A

Funding Results for the MCEC Grant: <https://www.cde.ca.gov/fg/fo/r17/mcecgrant23results.asp>

Funding Results for the CCAP Grant: <https://www.cde.ca.gov/fg/fo/r17/ccapgrant23results.asp>

Survey Monkey Baseline Data Report: <https://www.surveymonkey.com/r/HWD8HPP>